



Theatre

Theatre Standards, Kindergarten Through Grade Twelve

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Theatre descriptor: Students perceive the environment and respond, using movement and voice. They observe informal productions, theatrical productions, films, and electronic media and respond to them, using the vocabulary and language of theatre.

Standard 2. **Creative Expression**

Creating, performing, and participating in the arts

Theatre descriptor: Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history. They create and perform theatrical productions and explore the elements and technology of theatrical production through varied media.

Standard 3. **Historical and Cultural Context**

Understanding historical contributions and cultural dimensions of the arts

Theatre descriptor: Students research relationships between theatre and dramatic literature, history, and culture. They investigate major themes, historical periods, and styles of theatre in various cultures throughout the world.

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Theatre descriptor: Students describe, analyze, interpret, and derive meaning from works in theatre. They develop criteria and then make critical judgments about and determine the quality of theatre experiences and performances based on elements and principles of theatre.

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Theatre descriptor: Students apply what they learn in theatre to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Kindergarten Through Grade Three

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Theatre descriptor: Students perceive the environment and respond, using movement and voice. They observe informal productions, theatrical productions, films, and electronic media and respond to them, using the vocabulary and language of theatre.

Benchmarks

1. The student refines the use of his or her senses to perceive the world in an artistic way.
2. The student observes objects, animals, and people and re-creates their characteristics using movement and voice.
3. The student demonstrates understanding of works in theatre by exploring, analyzing, making choices, and talking about what is presented through voice, movement, and visual effects.
4. The student uses basic theatre vocabulary to talk about his or her response to a play or other theatrical experience.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Replicate the sound and movement of objects, animals, and people.	After a walk around the school during which students have observed the movement of natural objects, they pantomime the actions of such objects as leaves, branches, clouds, and the animals they saw. (a)
2, 3	b. Retell a short story.	Students retell a fairy tale/folktale, naming and talking about one of the characters. (b)

Standard 1 Benchmarks (Continued)**Grade One**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	c. Move like an object, an animal, or a person doing a job, using changes in height, size, or stance.	After listening to <i>City Noise</i> , by Karla Kushkin, or similar works, students move through an imaginary city, taking on the character of some of the illustrations in the book. Each student moves at a different level and pace. (c)
2, 3, 4	d. Describe a favorite character from a classroom dramatization, film, or television program.	After listening to <i>Luka's Quilt</i> , by Georgia Guback, small groups of students plan and perform a favorite scene from the book. Each student describes a character and what costumes would be needed to enhance the character's personality. (d)

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	e. Perceive and discuss mechanical and natural sounds in the environment.	During a walk around the school, students identify and talk about humanmade sounds, sounds in nature, and other sounds in the environment. Each student then recreates the sounds nonverbally using facial and body movements. (e)
2, 3, 4	f. Identify and talk about the "five Ws" used in theatre (who, what, where, when, and why).	After watching a short video or film re-creating a familiar story, students identify the main character(s), the location, the timeframe, and the main idea or plot. (f)

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	g. Carefully observe and describe events and situations in theatre activities.	<p>While listening to or reading <i>Grandpa's Song</i>, by Tony Johnston, students concentrate on who the characters are in the story. They then take the parts of the characters of the story and demonstrate their understanding of the feelings and emotions of each character. (g)</p> <p>Partners in a classroom theatre activity observe each other's appearance. With backs turned, each alters his or her appearance in some way. Returning to their original positions, each partner identifies and talks about the changes. (g)</p>

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Theatre descriptor: Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history. They create and perform theatrical productions and explore the elements and technology of theatrical production through varied media.

Benchmarks

1. The student demonstrates understanding of various creative activities of people in theatre.
2. The student creates original works of theatre and performs works created by others.
3. The student creates theatre by participating in the planning and performance of stories, improvisations, and classroom dramatizations.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Express real activities, such as bouncing a ball, in pantomime,	Students use their hands, arms, and bodies to accurately reflect events such as leaves falling, birds flying, or objects being held in specific ways. (a)

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	b. Memorize and expressively recite short poems and/or lyrics.	Students listen to and learn short poems by a variety of poets. They recite a favorite using the voice expressively. Students talk about how it felt to use the voice in a different way. (b)

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	c. Use costumes and simple props to create classroom dramatizations.	After reading or listening to stories, such as <i>The Tales of Grandpa Cat</i> , by Lee Wardlaw, <i>Pal</i> , by Karla Kuskin, or <i>The Pied Piper of Hamelin</i> , retold by Michele Lemieux, students in turn improvise a story using simple props and costumes as the motivator in creating the story. (c)

Standard 2 Benchmarks (Continued)

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	d. Use his or her imagination to explore multiple views of a specific scenario.	After reading <i>Tap-Tap</i> , by Karen Lynn Williams, students are presented the “What if?” problem: What if the main character changed shape? What if the main character became invisible? What if the main character were from another country? Students work with a partner to develop and present a dramatization exploring possibilities. (d)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Theatre descriptor: Students research relationships between theatre and dramatic literature, history, and culture. They investigate major themes, historical periods, and styles of theatre in various cultures throughout the world.

Benchmarks

1. The student identifies some major traditions and themes in stories and theatre.
2. The student begins to understand the relationship between theatre, history, and culture.
3. The student identifies some styles of theatre in different cultures and time periods.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Identify similar characters in stories from different cultures.	Students listen to stories such as <i>The First Thanksgiving</i> , <i>Chinese New Year</i> , <i>The Nicest Gift</i> , or <i>Legend of the Indian Paint Brush</i> . Students select a story and participate in a dramatization of it. (a)

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	b. Participate in dramatizations that reflect cultural traditions.	Students listen to stories about the clown character as a universal figure in many cultures, such as the Coyote to the Native American, the Harlequin to the French, Anansi the Spider to Africa, and the Jester to the English. Students show the movement and speech of each character. (a, b)
1, 2	c. Perform select folktales.	After listening to <i>John Henry</i> or <i>The Fox and the Grape</i> , groups of students act out each scenario and talk about how the main characters might have felt. (c)

Standard 3 Benchmarks (Continued)

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	d. Retell stories as a dramatic form.	Students listen to a professional storyteller and then tell stories using expressive vocal and movement techniques. (d)

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	e. Retell or act out stories from various countries and periods of history.	<p>Students listen to or read <i>Little Inchkin</i>, by Fiona French, then act out the story showing how the characters and the setting are important to the meaning of the story. (a, b, d, e)</p> <p>Students talk about favorite stories that have been read or told to them by adults. In small groups, they compare these stories, then plan and present a classroom dramatization of one. (a, b, c, d)</p> <p>Students view and participate in activities, such as storytelling, puppetry, improvisations, and plays, representing various cultures and languages. They identify the differences and similarities among the forms and cultural influences. (b, c, d)</p>

Student Work Sample



Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Theatre descriptor: Students describe, analyze, interpret, and derive meaning from works in theatre. They develop criteria and then make critical judgments about and determine the quality of theatre experiences and performances based on elements and principles of theatre.

Benchmarks

1. The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of works in theatre.
2. The student will apply appropriate criteria when evaluating theatrical experiences and electronic media productions.
3. The student demonstrates an understanding of the form (how a work in theatre looks) and content (what a work communicates) in works of theatre.
4. The student will talk about meaning, images, and mood conveyed by performances.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3, 4	a. Discuss the effect that a story has on its audience.	Students draw pictures of their favorite and least favorite characters in a play, movie, or television show and talk about the reasons for their choices. (a)

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3, 4	b. Identify the meaning and emotions in stories and theatre and describe his or her personal reactions.	Students listen to scenes or stories that depict sad or happy topics. They then talk about the lines in the scene or story that made them feel happy or sad. (a, b)
3, 4	c. Talk about her or his responses to presentations and/or classroom dramatizations.	After watching a theatrical presentation, students reflect on and talk about their favorite parts of the story and why. (c)

Standard 4 Benchmarks (Continued)

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3, 4	d. Study and talk about how a specific actor or actress uses drama to create images, mood, and feelings in his or her performances.	Students listen to a radio drama and talk about the ways that actors use their voices to convey characters and mood (breathing, voice pitch, whispers, etc.). Each student then memorizes a two-line poem and records it with expression into a tape recorder. (d)
3	e. Identify and talk about the intent of mass media presentations.	Students view a variety of commercials on television and talk about the many methods used to persuade the public to buy products. Students in small groups then create a commercial to sell a favorite item from home. (e)

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	f. Talk about what he or she sees in a dramatic presentation, including the quality of the acting, sets, props, and lighting.	After seeing a performance of stories such as <i>The Hare and the Tortoise</i> or <i>The Princess Who Could Not Cry</i> , students talk about and evaluate specific ways the actors used gestures to communicate ideas and how effective the sets and props were. (f)
1, 2	g. Evaluate the merits of a pantomime.	Students view a pantomime and evaluate the sequence, details, and accuracy of movement. (g)

Student Work Sample

In the play Laundry of Dreams there was not much talking. Mostly the actors used their faces and bodies to tell the story of a girl who was running away from her nightmare. The little girl used her face to show that she was scared and the boy who was the nightmare raised his arms and made scary moves with his body like he was a nightmare. The stage and the props really helped the story.

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Theatre descriptor: Students apply what they learn in theatre to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student demonstrates an understanding of similarities and differences among art forms.
2. The student begins to recognize how artistic experiences relate to other subject areas and lifelong learning.
3. The student demonstrates an ability to work cooperatively.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Identify specific techniques of two or more art forms.	Students talk about how music and dance work together in a staged musical such as <i>Peter Pan</i> . (a)

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	b. Identify various occupations in the community.	Students perform the actions of people in a number of occupations. (b)

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2, 3	c. Work effectively on a group project related to theatre.	Students are assigned to a group and dramatize a favorite TV commercial using all members of the group. (c) Students contribute to the creation of a story and then perform it as a group. (c)

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	d. Identify occupations in the theatre and electronic media.	Students will visit a theatre, TV studio, radio station, and, if possible, a movie studio and identify various occupations. (d)

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Standard 1 Benchmarks (Continued)**Grade Four (Continued)**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	c. Identify body language that expresses emotion.	Students effectively use pantomime in story lines to communicate character and action. (c) Students use nonverbal expression in an improvisation to communicate an emotion, such as joy or frustration. (c)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	d. Describe and analyze short dramatizations in terms of visual elements, vocal elements, movement elements, setting, and script. e. Discuss production values after attending or viewing a tape of a performance.	After viewing a tape of <i>The Wizard</i> , students document observations and perceptions of the performance in their journals. They consider lighting, mood, color, atmosphere, costume, and sound. (d, e)
1, 2	f. Clarify and refine movements that specify objects, animals, or people.	Students develop a way of moving that convincingly portrays an animal and a character and perform the movements for the class. (f)
1, 2	g. Identify the introduction, conflict, climax, and resolution of a play or story.	Students identify the major conflict in a story and discuss possible resolutions. They act out the conflict of the story, resolve it through improvisation, and then compare their ending to that of the original text. (g)
1, 2	h. Use observation skills to inspire improvisation.	After observing and discussing a painting or photograph, students develop either a movement or dramatic improvisation that was motivated by the visual images. Students compare their interpretations through discussion. (h)

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Theatre descriptor: Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history. They create and perform theatrical productions and explore the elements and technology of theatrical production through varied media.

Benchmarks

1. The student participates in activities of the actor, director, scriptwriter, and technical artists and the collaborative process that occurs among them.
2. The student creates original works of theatre and performs works created by others.

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Use improvisation as a technique to create a story.	In pairs, students create an improvisation of a situation such as one person is a store salesperson and the other is coming into the store as a potential customer. (a)
1, 2	b. Improvise (create make-believe) dialogue to tell stories.	Students write short dialogues based on improvisation of a story, such as <i>Charlotte's Web</i> , and one based on a situation, such as one that tests the faithfulness of friends. (b, e)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	c. Collaborate with other students to write a short script and identify the plot, conflict, and resolution of the story.	Students work in small groups to create characters, environments, and actions that reflect a common experience. (c, d, e)
1, 2	d. Participate in group play-acting.	Students choose a theme, such as good versus evil, and improvise three scenes that depict the theme using the elements of theatre and convincingly convey the character's mood and emotion through the use of voice. (a, b, c, d, f)

Standard 2 Benchmarks (Continued)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	e. Research, create, and perform in pantomimes, monologues, dialogues, and plays. f. Use voice to convey emotive content, emotion, and character.	Students create a short play that demonstrates how they solved a problem. (e, f)
1	g. Demonstrate an understanding of basic stage directions and blocking/movement notation.	Students direct other students in a scene demonstrating knowledge of stage directions and blocking/movement notations. (g)
1	h. Recognize the value of the technical artists in the theatre.	Students assume the role of designer or technical crew member for a student performance. (h)

Student Work Sample

In the play Laundry of Dreams, the mood was dreamlike. It was like a dream. Toys acted stiff like a toy and their costumes made me believe they were toys. One of the coolest parts was when they shined a light through a blue tarp to make it look like underwater. The music that they used was scary and when the nightmare jumped out it was a surprise. The nightmare's costume was good because it built up from face painting to a mask.

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Theatre descriptor: Students research relationships between theatre and dramatic literature, history, and culture. They investigate major themes, historical periods, and styles of theatre in various cultures throughout the world.

Benchmarks

1. The student describes the historical context of theatre from various cultures.
2. The student understands how theatre and those who work in all aspects of theatre reflect and influence culture.

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Discuss, compare and contrast, then act out or improvise stories, fairy tales, myths, and folklore of various cultures.	In a group setting, students dramatize a folktale like <i>Anansi the Spider: A Tale from the Ashanti</i> using masks. They then view a video of a dramatization of another folktale and compare and contrast the two. (a) Students listen to and/or read the American story of <i>Tom Thumb</i> and the Asian story of <i>Tiny Finger</i> and talk about each story. Each of the two small groups plans and performs one of the stories and then talks about the similarities and differences. (a)
1, 2	b. Discuss the basic origins of theatre.	Students observe and describe theatre tradition such as the evolution of Greek drama from a choral ode to complex writing with multiple characters (Euripedes), including characters, setting, and plot, from a variety of cultures. (b, d)
1, 2	c. Identify characteristics of dramas, films, television, and electronic media productions.	Students compare production qualities of a drama, movie, and television show that deal with a family. (c) Students make a collage of words, visuals, and sound bites that the media use to influence our lives. (c)
1, 2	d. Identify, compare, and contrast different forms of theatre from various cultures.	Students compare the staging used in Nō, Kabuki, and Western-style proscenium-arch theatre. (d)

Standard 3 Benchmarks (Continued)**Grade Five**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	e. Investigate the dramatic form of various ceremonies and celebrations from world cultures.	While preparing a cultural ceremony, such as a Japanese tea ceremony, students identify the technical elements of the ceremony. (e) Students learn the purpose of Northwest Coast Indian totem poles, read legends of that culture, and interpret specific totem symbols through improvisation. (e)
1, 2	f. Identify, compare, and contrast similar characters and situations in stories and dramas from various cultures.	After viewing films from several cultures based on a common subject, such as the family, students make observations about the cultural influence on a dramatic scene. (f)
2	g. Identify qualities of the musical as a genre of drama/theatre in the United States.	After viewing and responding to <i>Oklahoma!</i> as a uniquely American musical, students participate in creating a square dance or wedding scene. (g)
2	h. Identify and discuss reasons for creating theatre, films, television, and electronic media productions.	Students choose a current news event and compare how it is presented in print and on television and discuss the impact of each. (h) Students compare and contrast the experience of attending a live theatrical event with that of attending a movie, television show, and other electronic media productions. (h, i)
2	i. Identify and discuss reasons for attending theatre, film, television, and electronic media productions.	Students list reasons why people go to plays, movies, and other electronic media productions. They discuss their list with other students and then prioritize their list. (i)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in theatre

Theatre descriptor: Students describe, analyze, interpret, and derive meaning from works in theatre. They develop criteria and then make critical judgments about and determine the quality of theatre experiences and performances based on elements and principles of theatre.

Benchmarks

1. The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of works in theatre, including informal and theatrical productions and electronic media productions.
2. The student demonstrates an understanding of the elements of form and content to judge the merits of theatrical productions and productions on electronic media.
3. The student describes the form, content, and mood observed in theatre and media production.

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Develop and apply appropriate criteria to use in critiquing his or her own work in classroom dramatizations, theatre, and film.	Students evaluate their own performance of a role in terms of established criteria for projection, characterization, and blocking. (a)
1, 2	b. Develop and use appropriate criteria in critiquing the work of others, including the work of recognized actors, directors, writers, and technical artists in theatre and film.	<p>Students fill out a simple class-developed critique sheet when viewing the performances of scenes written by classmates. They also use the critique sheet to evaluate their own work. (a, b)</p> <p>While viewing a short theatre work, students fill out a critique sheet, evaluating projection and vocal and physical characterization. (b)</p> <p>After viewing a short play, students write a review, including comments on the acting, staging, plot, theme, characters, dialogue, spectacle, and music. (b)</p>

Standard 4 Benchmarks (Continued)

Grades Four and Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	c. Identify and discuss basic playwriting elements such as character, conflict, and resolution.	<p>Students attend a live performance and view a film of the same performance, then discuss the characters and compare and contrast the portrayal of the roles. (c)</p> <p>Students develop a scene connected with their favorite dramatic character from theatre or the media and explain the criteria for placing the character in this situation. (c)</p>
3	d. Discuss the various purposes of theatre now and in the past and how purposes may have changed through time.	Students view a situation comedy like <i>Family Matters</i> and a scene from a <i>Rascals</i> episode and discuss how each is a product of its time, what assumptions we can make about the lives of people who lived in each of these times, and why forms like these exist. (d)
1, 2, 3	e. Make informed judgments regarding the form, content, specific techniques, and purpose of works in theatre.	After viewing a short theatre work, students fill out a critique sheet evaluating projection, characterization, and production qualities and then comment on the form and content of the work. (e)

Student Work Sample

I was picked to help create and build props and stuff for the play Laundry of Dreams. I like building all of those things and helping with the ideas. It was neat to see the props I built used on the stage. It made me feel proud and important.

I was one of the stagehands. It was my job to hold the light up on little Nemoto make her dream-like. I also shinned the light on a blue tarp to make a shape of shark look real. I had fun and learned a lot and would like to do it again.

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Theatre descriptor: Students apply what they learn in theatre to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student demonstrates an understanding of similarities and differences among art forms.
2. The student begins to recognize how artistic experiences relate to other subject areas, to lifelong learning, and to careers.
3. The student demonstrates an ability to work collaboratively to solve problems.
4. The student demonstrates an understanding of the relationship between efficiency and proficiency in accomplishing tasks.
5. The student develops communication skills to make formal and informal presentations.

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3, 5	a. Integrate several art forms into a presentation.	Students perform an improvised scene using two or more art forms, such as music and drama. (a) After observing and discussing a narrative painting or photograph, students develop either a movement or dramatic improvisation that was motivated by the visual image. Students compare their interpretations through discussion. (a)
2, 3, 5	b. Recreate a historical event.	In small groups, students perform an improvisation of a historical event, such as the first moon landing. (b)

Standard 5 Benchmarks (Continued)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2, 3	c. Identify professions and careers related to theatre production.	After watching a video about the making of a movie or theatre production, students identify careers in theatre. (c)
2, 3, 4	d. Identify a problem and find creative solutions to it.	Students create a climax and conclusion to an unfinished story. (d)
3, 4, 5	e. Complete a group project which accomplishes specific goals.	Within a five-minute limit, students create a story using characters, places, and actions. (e)

Student Work Sample

I just saw the play Laundry of Dreams. It reminded me of movies about aliens because it had a monster in it. Even though the movie was scarier, I liked the play because it was live and the action was real.

Grades Six Through Eight

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Theatre descriptor: Students perceive the environment and respond, using movement and voice. They observe informal productions, theatrical productions, films, and electronic media and respond to them, using the vocabulary and language of the theatre.

Benchmarks

1. The student demonstrates an understanding of works in theatre by analyzing and interpreting what is presented through voice, movement, and visual effects in informal productions, theatrical productions, films, and electronic media.
2. The student uses theatre vocabulary in his or her discussion and description of informal productions, theatrical productions, films, and works in electronic media.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Describe and analyze short dramatizations in terms of visual elements, vocal elements, movement elements, setting, and script.	Students respond to how lights, sets, music, and costumes enhance a production, then design and draw technical aspects of a script or of a given production. (a, b)
1, 2	b. Document observations and perceptions of production values such as sets, lighting, and props.	Students document their observations and perceptions of performances in their reflective journals using appropriate theatre terminology. (a, b)

Standard 1 Benchmarks (Continued)

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	c. Show, through ensemble playing, how group dynamics affect a theatrical piece.	Groups of students participate in the completion of an unfinished story. They either enact, write, or orally share their endings with the class, and each student discusses how the theatrical piece benefited from ideas generated in the group. (c)
1, 2	d. Demonstrate an understanding that subtle movement can communicate ideas.	After reading, viewing, or performing scenes from the play <i>The Elephant Man</i> , by Bernard Pomerance, or a similar play, students explore, through improvisation, ways in which actors use movement to communicate thoughts and ideas. (d)
1, 2	e. Demonstrate how theatre is integrated with the other art forms: dance/movement, music, and the visual arts.	Students improvise the actions of characters in scenes depicted in musical selections, such as <i>Amahl and the Night Visitors</i> , by Menotti; <i>An American in Paris</i> , by Gershwin; <i>Peter and the Wolf</i> , by Prokofiev; <i>Till Eulenspiegel</i> , by Strauss; and <i>The Moldau</i> , by Smetana. (e)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	f. Use appropriate theatre terminology to describe how the following are used to convey an idea or emotion in theatre: form, setting, script, visual elements, vocal elements, and movement elements.	Students, individually or working in groups, create or illustrate and describe a theatrical environment which causes a predetermined response in the observer, such as "We want to frighten you, or make you feel happy and comfortable." (f)
1, 2	g. Identify various theatrical genres.	Students describe and compare the presentation of characters, environments, and actions in stage, musical theatre, television, and film. (g)
1, 2	h. Identify stage terms and directions.	<p>Given a diagram of the stage area, students identify such terms as backstage, house, apron, wings, and proscenium. (h)</p> <p>Given a diagram of the stage area, students move according to direction to stage right, center, left, and upstage center in an area designated as the stage. (h)</p>

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Theatre descriptor: Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history. They create and perform theatrical productions and explore the elements and technology of theatrical production through varied media.

Benchmarks

1. The student demonstrates an understanding of the forms and elements of theatre and the various activities of the actor, director, scriptwriter, and technical artist by participating in the collaborative process that occurs among them.
2. The student improves his or her theatrical skills by creating and performing theatre.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Perform scenes and plays that provide a wide range of character types requiring varied speech and movement patterns.	<p>Students select two characters that are very different and convincingly portray them in speech and movement. (a)</p> <p>Students perform in scenes in at least three different genres and styles. (a)</p> <p>Students perform a monologue from a play such as <i>The Run Away</i>, by Elizabeth Swados, and investigate character motivation within each scene, both verbal and nonverbal. Students show the scene's dialogue through improvisation. (a, f)</p>
1, 2	b. Write monologues, scenes, or short one-act plays, including dialogue, action, and scenic elements.	<p>Students write and perform a monologue focusing on a humorous or happy experience. (b)</p> <p>Students improvise a simple story and write a script for a one-act play, adding color and details to the characters, dialogue, and setting. Students draw the setting and design props and costumes, makeup masks, and lighting and sound effects. (b)</p> <p>Students write a monologue based on real-life experience or imagination, memorize it, and perform it for the class. (b)</p>

Standard 2 Benchmarks (Continued)

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	c. Use a collection of experiences in creating works in theatre.	In groups, students create improvisations based on family relationships. (c, f)
1, 2	d. Use the appropriate level of acting skills in roles and improvisations incorporating the five senses, concentrating on breath control, diction, facial expression, volume, appropriate body movement, and vocal expression.	Students rehearse and perform an abbreviated version of the <i>Wizard of Oz</i> . (d, e) Students explain their creative process in preparing for a role in terms of observation, concentration, and relaxation. (d)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	e. Participate as director and/or part of the technical crew in the planning and performance of a group dramatization.	Students work collaboratively to produce a play or other performance piece incorporating knowledge of lighting, costuming, stage setting, makeup, and other technical aspects. (Possible plays include <i>Our Town</i> , by Wilder; <i>Midsummer Night's Dream</i> , by Shakespeare; <i>The Rhinoceros</i> or <i>The Chairs</i> , by Ionesco; and <i>Sandbox</i> , by Albee.) (e)
1, 2	f. Perform an improvisation, pantomime, monologue, and dialogue.	Students select and perform a humorous monologue based on a fairy tale or folktale. (f) Students create a one-minute mime appropriately showing the size, shape, and weight of an object being shown. Students establish set boundaries and do not violate those boundaries in performance. (f) Students create improvisations in groups, each showing a different role and character traits, indicating a setting, and providing a clear plot (beginning, middle, and end). (f)
2	g. Demonstrate visual, auditory, and kinesthetic memory.	Students memorize and perform a short commercial. (g, h)
1	h. Explore the characteristics of multimedia, video, and film dramatic presentations.	Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes in a multimedia presentation. (h)

Standard 2 Benchmarks (Continued)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	i. Act in formal scenes and performances using acquired knowledge in learning scripted theatre literature, including plot, theme, characters, and dialogue.	<p>In groups, students choose a scene from a movie, TV show, or play to enact, and they discuss the plot, the theme, and how the music enhanced the mood the playwright had in mind. (i)</p> <p>Students perform scenes from modern classic plays such as Swan Books' editions of Shakespeare and <i>Lady Precious Stream</i>. (i)</p>
1, 2	j. Create a character showing physical, emotional, and environmental influences.	<p>Students work collaboratively to improvise and dramatize current events related to the teen experience. (j)</p> <p>Students create an imagined character by outlining the character's physical characteristics (age, weight, size, gender, appearance); emotional characteristics (attitudes, personality traits, etc.); and environmental influences (setting, weather, destinations, etc.). They demonstrate these characteristics as a mime walking across the stage. (j)</p>

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Theatre descriptor: Students research relationships between theatre and dramatic literature, history, and culture. They investigate major themes, historical periods, and styles of theatre in various cultures throughout the world.

Benchmarks

- 1 The student demonstrates an understanding of works in theatre from a cultural and historical perspective.
2. The student demonstrates an understanding of major theatre traditions in a variety of times and places.
3. The student demonstrates an understanding that theatre and those who work in all aspects of theatre reflect and influence culture.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Identify, compare, and contrast similar characters and situations in stories and dramas from and about various cultures.	After viewing a performance from another time and place, such as kabuki, and discussing its cultural characteristics, students invent a scene with similar characteristics, but set in the current time and place. (a, e)
1, 2	b. Study and perform dramatic adaptations of cultural stories using appropriate period costume, speech, and set.	Students report on, illustrate, or demonstrate a dramatic style from a culture studied in history-social science, such as in Greece, Rome, India, or China. (b)
1, 3	c. Describe and compare universal characters and similar plots in theatre from various cultures and historical periods.	Students compare characters from two theatre works from different cultures that exemplify a universal theme and comment on how that theme might be portrayed today. An example would be greed or ambition in Shakespeare's <i>Macbeth</i> and Kurasawa's <i>Macbeth</i> . (c)
3	d. Describe how theatre reflects life and how it is often a catalyst for change.	<p>After discussing TV shows and films such as <i>Star Trek</i> and <i>2001: A Space Odyssey</i>, and the many images of the shows that are within our scope of reality, students write a scene that promotes a change of perspective. (c, d)</p> <p>After viewing a TV sit com, students analyze the characters in terms of stereotypes. (c, d)</p> <p>Students compare heroes and heroines from spider myths from <i>Plays from African Tales</i> with cartoon characters today. (c, d)</p>

Standard 3 Benchmarks (Continued)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	e. Explain how culture affects production values of dramatic performances.	Students view the same scene from different cultural versions of <i>Macbeth</i> and compare production values, such as the set, lighting, and props. (e)
2	f. Research the cultural and historical background of a specific play.	<p>Students select an appropriate play and research its cultural and historical background, then report on how the play reflects the time and place. (f)</p> <p>Students view Carson McCullers's <i>The Member of the Wedding</i>. They comment on how the values of the American South affected the young girl's coming into adolescence. (f)</p>



Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in theatre

Theatre descriptor: Students describe, analyze, interpret, and derive meaning from works in theatre. They develop criteria and then make critical judgments about and determine the quality of theatre experiences and performances based on elements and principles of theatre.

Benchmarks

1. The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of works in theatre, including informal and theatrical productions and electronic media productions.
2. The student develops his or her own criteria for making critical judgments about the quality of theatre and electronic media works.
3. The student demonstrates an understanding of theatrical form and content in theatre.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Develop and apply appropriate criteria to her or his own classroom dramatizations and works in theatre and film.	Students develop a scoring guide and apply it in a self-evaluation of their own performance of a scene. Then they make notes for improving their work. (a) Students participate in self-evaluation using a reflective journal, noting effective elements and making suggestions for improvement. (a)
1, 2	b. Develop and apply appropriate criteria in critiquing the work of others, including the work of recognized actors, directors, and technical artists.	Students evaluate their own presentations and those of others, using basic terminology. They consider acting, production values, and the effectiveness of the presentation as a whole in communicating the message. (a, b)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	c. Describe and evaluate the perceived effectiveness of students' contributions as playwrights, actors, designers, and directors.	Students participate in a panel discussion critiquing a class performance. (c)

Standard 4 Benchmarks (Continued)**Grades Seven and Eight**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	d. Analyze the interrelation of form, content, specific techniques, and purpose of works in theatre.	<p>After viewing a video of <i>Mary Poppins</i>, students write about the form of musical theatre and how it relates to content and technique. (d)</p> <p>Following a presentation, students discuss the intent the playwright may have had in creating the work. (d)</p>

Grades Six Through Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	e. Use criteria to describe, analyze, and evaluate the artistic choices found in dramatic performances.	After viewing the same scene done by different performing groups, students discuss how each met the established criteria. (e)
3	f. View different types of dramatic form (such as situation comedy, drama, and soap opera) on video or television and discuss common features and differences.	Students identify various forms of theatre such as classical comedy and tragedy, Kabuki, commedia dell'arte, melodrama, and the "well-made play." (f)
3	g. Discuss how theatre can influence or be influenced by politics.	Students select a current political issue either at school or in the community and produce a scene intended to influence the audience. (g)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Theatre descriptor: Students apply what they learn in theatre to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student demonstrates an understanding of planning, organizing, and working in groups to solve problems.
2. The student demonstrates an understanding of the relationship between efficiency and proficiency in accomplishing tasks.
3. The student develops communication skills to make formal and informal presentations.
4. The student demonstrates her or his knowledge of theatre as it applies to other art forms and other subject areas.
5. The student demonstrates an understanding of various careers in theatre and electronic media as well as careers that utilize theatrical training.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3, 5	a. Conduct an interview and make a formal or informal presentation of the findings.	Students interview a professional in theatre or a career that uses theatre skills and make a presentation to the class. (a)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3, 4	b. Identify the contribution of another art form to a theatrical experience.	In groups, students choose a scene from a movie, TV show, or play; discuss the plot, meaning, and how the music enhanced the mood the playwright had in mind; and present their finding to the class. (b, c)
1, 2	c. Work collaboratively to solve a problem.	
2	d. Learn to work within time constraints.	Students tailor a cutting from a scene or monologue for a presentation to the class. (d)

Grades Nine Through Twelve

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Theatre descriptor: Students perceive the environment and respond, using movement and voice. They observe informal productions, theatrical productions, films, and electronic media and respond to them, using the vocabulary and language of the theatre.

Benchmarks

1. The student demonstrates an insightful understanding of works in theatre by analyzing and interpreting what is presented through voice, movement, and visual effects in informal productions, theatrical productions, films, and electronic media.
2. The student uses theatre vocabulary in his or her description and analysis of informal productions, theatrical productions, films, and works in electronic media.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Use appropriate theatre terminology to describe how the following are used to convey an idea or emotion in theatre: form, setting, style, theme, visual/design elements, movement, and vocal elements.	Students document how they adapt observations and perceptions of performances for use in their own creations, either scripted or improvised. (a) Students demonstrate their understanding of production elements through annotations on a script written for class. (a)

Standard 1 Benchmarks (Continued)**Grades Nine Through Twelve**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	<ul style="list-style-type: none"> b. Apply a high degree of sensory awareness in improvisation, pantomime, and play making. c. Expand the use of body language and voice to convey characters and setting. 	Students perform an original, scripted scene in which characterization and action are communicated through the voice and body movement. (b, c)
1, 2	<ul style="list-style-type: none"> d. Document observations and perceptions of production values (i.e., lighting, mood, color, atmosphere, and sound) through class discussion and in reflective writing using theatre vocabulary. e. View, identify, and analyze several works by the same playwright, screenwriter, or director. 	<p>Students analyze a theatre production, radio or television show, or film in terms of the visual, oral, and movement elements using appropriate theatre terminology. (d)</p> <p>Students perform scenes from various works from a featured playwright or screenwriter and document the similarities and differences. (e)</p>

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Theatre descriptor: Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history. They create and perform theatrical productions and explore the elements and technology of theatrical production through varied media.

Benchmarks

1. The student expands his or her knowledge of complex forms and elements of theatre.
2. The student expands her or his knowledge of the various activities of the actor, director, scriptwriter, and technical artist by participating in the collaborative process that occurs among them.
3. The student improves his or her theatrical skills by creating and performing theatre.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Perform as a(n) actor, director, scriptwriter, technical artist, or member of a collaborative group to produce a theatre piece.	Students select, secure rights, research, design, and mount a theatrical production such as <i>To Kill a Mockingbird</i> , <i>Romeo and Juliet</i> , or <i>Miracle Worker</i> . (a)
3	b. Use voice and body language to convey emotion, surroundings, and spatial relationships.	Students give a speech or oral interpretation demonstrating skill in the use of voice and body movement. For example, a student may perform an oral interpretation of Emily Dickinson reading a monologue from <i>The Belle of Amherst</i> . (b)
1, 2	c. Write plays applying dramatic concepts for scripting (conflict, crisis, resolution).	Students research, write, and refine a script focusing on characterization, motivation, and environment. (c)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Theatre descriptor: Students research relationships between theatre and dramatic literature, history, and culture. They investigate major themes, historical periods, and styles of theatre in various cultures throughout the world.

Benchmarks

1. The student understands works in theatre from his or her cultural and historical perspective.
2. The student describes and compares various theatre traditions and styles from a variety of times and places.
3. The student describes ways that theatre and those who work in all aspects of theatre reflect and influence culture.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	a. Compare and contrast works in theatre, film, television, and electronic media in terms of the characteristics of the traditions or style used, the culture in which the piece was produced, the purpose(s) of the work, and the time period in which the work was created.	Students write a script in the style of a specific playwright, or director, emulating Shakespeare's poetic style by writing soliloquy in rhymed verse. (a, b)
	b. Identify and compare the lives, works, and influences of representative theatre artists from various cultures and historical periods.	Working in pairs, students research two theatre artists from different cultures or time periods and write a compare-and-contrast report. (a, b)
1, 2, 3	c. Read and discuss traditional folk stories and theatre works from a variety of cultures, including how they communicate aspects of the culture and time in which they were created.	Students perform a monologue based on their analyses and adaptations of a traditional folk story or theatre work. (c)

Standard 3 Benchmarks (Continued)

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2, 3	d. Analyze the emotional and social impacts of informal and formal productions on the communities and cultures from which the productions come and their social relevance today.	Students watch Arthur Miller's <i>Crucible</i> and relate the social meaning of this piece to what is happening in the world today. (d)
1, 2, 3	e. Explain how culture affects the content and production values of dramatic performances.	Students analyze theatrical styles, themes, or writers who define their times and cultures by first describing the context, then explaining how the work reflects the time and culture. (e)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in theatre

Theatre descriptor: Students describe, analyze, interpret, and derive meaning from works in theatre. They develop criteria and then make critical judgments about and determine the quality of theatre experiences and performances based on elements and principles of theatre.

Benchmarks

1. The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of works in theatre, including informal and formal theatrical productions and electronic media productions.
2. The student demonstrates an understanding of form and content in theatre.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Develop appropriate criteria to use in critiques of theatrical productions.	Students state and justify their aesthetic criteria and apply them to a theatre production using appropriate theatre terminology. (a, c)
1, 2	b. Apply the terminology of evaluation in drawing conclusions about the qualities of informal and formal scripts for theatre, film, and other dramatic media.	Students compare and contrast a variety of dramatic literature using appropriate evaluation criteria and terminology. (b)
1, 2	c. Make judgments of works in theatre regarding form, content, technique, and purpose.	Students use agreed-upon criteria to evaluate their own collaborative efforts and artistic choices in informal and formal productions. (c) Students describe and evaluate the perceived effectiveness of the contributions of the playwright, actors, designers, and director in a television show or other dramatic production. (a, b, c)
1, 2	d. Write a critical review.	Students attend theatrical performances and write critical reviews using their own criteria. (d)
1, 2	e. Explain how culture affects the content and production values of dramatic performances.	Students interview a playwright and report on how his or her culture affects his or her work. (e)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Theatre descriptor: Students apply what they learn in theatre to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. The student demonstrates an understanding of how to apply a variety of technological tools from theatre in other subject areas.
2. The student applies collaborative theatrical techniques in various situations.
3. The student demonstrates an understanding of the correlation between effective use of theatrical training, success in the marketplace, and success in careers.
4. The student demonstrates a greater understanding of the relationship between efficiency and proficiency in accomplishing tasks and integrating them in his or her daily life.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3, 4	a. Integrate theatrical skills with other art forms to make formal or informal presentations.	Students use a computer, camera, music, and voice-over to teach fractions. (a)
1, 3	b. Demonstrate the use of two different technologies to make formal or informal presentations.	Students research, script, storyboard, dramatize, and videotape a lesson from another subject area. (a, b)
1, 2	c. Apply theatrical techniques to conflict/crisis situations.	Students identify and discuss a current problem and then improvise possible solutions using role playing. (c)
2, 3, 4	d. Use time effectively to accomplish tasks on deadline using a variety of technologies.	Students plan the publicity campaign to advertise the current theatrical (arts) season using a calendar to build in intensity and fill the house by opening night. (d) Students utilize video clips, press releases, posters, etc., to publicize their theatre production. (d)

Standard 5 Benchmarks (Continued)

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	e. Identify multiple career opportunities in theatre.	Students interview a professional in theatre and write about the special skills that the person must have (theatrical production, artist-in-the-school, children's theatre, local community production). (e)
3, 4	f. Discuss the business of theatre.	Students discuss the business aspects of theatre management and identify which areas interest them most and tell why. (f)

Student Work Sample

interviewed a costume designer. She had to really know the play and think a lot about the characters she was doing costumes for. She had to know the time period of the play and research what the people dressed like during the time and what fabrics they used in their clothes. If the play is set in modern times, the costume depends on the personality of the character. Sometimes the movement of the actor also has to be considered. A costume designer has to know garment construction, fabrics, and be able to research. They also have to know a lot about color and stage lighting and how the lighting will affect the color of the fabric.

Here is a sketch of a costume for the young woman who wants to get into a play in New York. She is wearing all black except for the red blouse. The material is smooth and shiny. Her necklace is pearls. She came to New York from a small town in Iowa where she worked in an office.



Blank